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ABSTRACT

A brief chronology of the most significant events leading to the formation of NCAIR is presented, followed by a report of the conference itself. Topics covered include problems of institutional research in the seventies, the role of college administrators, statewide planning, education legislation and finance, enrollment growth, and job opportunities for educators. The resolution, constitution and bylaws of NCAIR are included, along with a listing of its officers and inaugural participants. (LBH)

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INAUGURAL PROCEEDINGS

of the



North Carolina Association
for
Institutional Research

U.S. DEPARTMENT OF HEALTH,
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FOREWORD

In this foreword to the Inaugural Proceedings of the North Carolina Association for Institutional Research, license is taken to present a brief chronology of the most significant events leading to the formation of NCAIR.

Unlike Minerva who, legend has it, sprang into being fully grown and armed from the head of Zeus, the stitching together of NCAIR was not achieved by the supernatural powers of a Divine Being or by magical incantations, but rather by weaving together the most representative of several milestone events in the history of organized institutional research in North Carolina.

The general background and leadership provided by the Association for Institutional Research deserves to be mentioned first as an important contributor to the birth of NCAIR. Cite, in particular, maybe made to the growth of AIR as an international body, the subsequent adoption and push given by this parent body to the belief that both the philosophic and practical interests and purposes of viable institutional research programs could best be served through state and regional associations; and the establishment of precedent state associations in New York, Florida, Louisiana, California, among others, all of whom provided a feature or two for NCAIR to model upon.

Second, was the occurrence of a cluster of events within the state that in retrospect may now be clearly seen as the first direct links to NCAIR. Chief among these events were (1) a much indicated need in 1965-66 for long-range planning studies at the state supported colleges and universities; (2) the appointment of temporary directors of

institutional research to conduct the study at the several state institutions of higher education that did not have this particular office; (3) the interests and efforts of Cameron P. West, State Director of the Long-Range Study and later the Director of the State Board of Higher Education, who was able to convince the 1968 Legislature that both short and long-range management of state supported colleges and universities would be enhanced via continuing on a permanent basis, the locally based, but statewide coordinated offices of institutional research.

A third step taken toward NCAIR was the creation of the Regional Laboratory of the Carolina and Virginia in 1966-67 by Everett H. Hopkins, et al. The relevance of this event to the founding of NCAIR is that the need for a greater measure of cooperation and communication was implanted at the first RELCV Workshop held at Montreat-Anderson College, Black Mountains, North Carolina, and subsequently reinforced at all other RELCV sponsored training programs held hither and yon throughout the state. (The influence of RELCV on institutional research within the state continues unabated under its successor organization, the National Laboratory of Higher Education.)

In continued enumeration of the agencies and events that sparked and then sustained the belief or idea that there was a need for the sharing of experiences beyond the requirements of the state were the periodic meetings held by the State Board of Higher Education for all institutional research related personnel. These occasional meetings have been since 1966 and were originally presided over by Cameron P. West. More recently they are a prime responsibility of Allan J. Barwick, Coordinator of Institutional Research, UNC-General Administration Staff.

The fifth event was the election of the editor of these Proceedings, as a Member-at-Large to the National Executive Committee of the

Association for Institutional Research in 1970. During my two years term of office, I was more than ever convinced that the philosophies and operational "nuts and bolts" of institutional research could be much more expeditiously shared and exchanged at the state level. Armed with this conviction (after several false starts), I took advantage of an informal gathering of a small contingent of North Carolinians who had happened to drift together in the lobby of the Deauville following a session at the 1972 Miami AIR FORUM to again raise the much discussed question. On this occasion the timing was right and the group resolved then and there to organize a statewide affiliate of AIR upon their return to North Carolina.

The actual unfolding of history occurs in something less than the melodramatic fashion we are accustomed to seeing on television. This truism is a more than apt description of the very thorough and painstaking behind-the-scenes work put in by the 1972 AIR FORUM goers upon their return to North Carolina. The liveliest testimony to the time and attention given by the Ad Hoc Committee to the formulation of a state association for institutional researchers was seen in the inaugural ceremonies of NCAIR at UNC-Chapel Hill on January 24, 1973.

In concluding this foreword and historical sketch of the several events that led to the formulation of NCAIR (a history that, problem-wise, may well prove to be the least exacting chapter that will be encountered in the years that stretch ahead), if the future can be predicted on the basis of past and present willingness to grapple with various and sundry problems, then a successful future for NCAIR is assured.

Charles I. Brown

May, 1973

AN OVERVIEW

In response to an invitation extended by an Ad Hoc Committee to persons interested in institutional research, a meeting was held on Wednesday, January 24, 1973 at the Board of Governors Auditorium, General Administration, University of North Carolina, Chapel Hill, N. C., for the purpose of founding the North Carolina Association for Institutional Research (NCAIR). The events of the day began at 9:00 a.m. with the registration of institutional representatives and guests. During the registration process old acquaintances were renewed and new ones formed over coffee and cake. (See Appendix F for a list of the participants.)

MORNING SESSION

Salutations

The meeting was officially convened at 10:00 a.m. by Allan J. Barwick, Temporary Presiding Officer, (UNC-Gen.Adm.) who, after stating the purpose of the meeting, recognized several individuals who made salutatory remarks. Greetings were heard from Dr. William Friday, President, University of North Carolina, Chapel Hill; Dr. Junius A. Davis, Director, Educational Testing Service (Southeastern Office); Mr. E. George Beatty, Associate Programmer, National Center of Higher Education Management Systems, Boulder, Colorado; Dr. Joseph T. Sutton, President, The Association for Institutional Research, The University of Alabama, University, Alabama; and Dr. Harry S. Blanton, National Laboratory for Higher Education, Durham. (For a fuller account of the greetings extended see Appendix A.)

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Keynote Address

Dr. Cameron P. West, Vice President for Planning, University of North Carolina and keynoter for the occasion, spoke concerning the role of institutional research. Dr. West called the attention of his audience to the various problems facing institutional researchers and the function of institutional research during the seventies. Among the several problems mentioned were those caused by stabilization and retrenchment. He further remarked that institutional research has done much in the past in refining processes, in making reliable information for better planning possible, and in helping to establish institutional purposes and priorities.

Among the several challenges of the 1970's, Dr. West noted that institutional researchers should be able to foresee change early and to develop the capacities needed to cope with problems that hinge on new and emerging Enrollment Patterns; Internal Management; Changing Job Market; Changing values of college degrees; New social priorities which increase state budget competition; and National and statewide accountability.

In conclusion, Dr. West pointed out that the implications for institutional research include the development of comparable data analysis and information to facilitate resource acquisition, resource allocation, and resource management. (For a fuller account of Dr. West's remarks see Appendix B.)

Organizational Session

Following the conclusion of Dr. West's challenge, Allan Barwick recognized Thomas H. Stafford (NSCU) for the purpose of presenting a resolution to organize. A motion was made, seconded, and carried by voice vote to accept the resolution. (See Appendix C for a copy of the

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resolution.)

A motion was next made by Barwick that Charles I. Brown (FSU), Gloria D. Scott (NCA&T), and Robert M. Ussery (ECU) serve as Chairman Protem, Parliamentarian, and Secretary respectively. The motion was seconded and carried by a voice vote.

Chairman Protem Brown gave a brief sketch of the development of the efforts to organize the North Carolina Association for Institutional Research, citing a meeting of institutional researchers at Boone in 1968; encouragement of the AIR for state-level organization; and the formation of an Ad Hoc Committee which subsequently met several times to draft a proposed constitution for NCAIR, and to plan for the founding meeting.

Gloria Scott, Chairman of the Ad Hoc Committee on the NCAIR Constitution and By-Laws, distributed copies of the proposed constitution along with a request that they be studied during the interval between the morning and afternoon sessions.

Prior to adjourning the morning session the accomplishments of the morning session were reviewed by the Chairman Protem. Allan Barwick next made a motion to consider adoption of a constitution as the first order of business in the afternoon session. The motion was seconded, passed, and the morning session was adjourned.

Afternoon Session

Adoption of Constitution and By-Laws

Following resumption of the meeting and in accordance with a previous motion and the will of the body, Gloria Scott led the assembly in a detailed review of the proposed constitution. After discussion, debate, and amendments, a motion was made and seconded to accept the constitution and by-laws as amended. The motion carried, thus founding the North Carolina Association of Institutional Research. (A copy of

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the amended Constitution is included in Appendix D.)

Nomination and Election of Officers

With the founding of NCAIR and the acceptance of a Constitution to attend its governance, the next order of business was the nomination and election of officers to administer the Constitution. Norman P. Uhl, (NCCU) Chairman of the Nominating Committee, gave the report of that committee. The following slate of nominees was presented:

President	Robert E. Reiman
Vice President	Gloria R. Scott
Secretary	Robert M. Ussery
Treasurer	S. Aaron Hyatt
Members at Large	Edward A. Nelsen and Stover Dunagan

The report was received by the Chairman Protem who recognized the committee for its significant contribution and the Nominating Committee was dismissed. Chairman Protem Brown then declared nominations open for the office of president. None were received. A motion was made and seconded that Dr. Reiman's nomination be unanimously approved. The motion carried by a show of hands and Dr. Reiman became the first President of NCAIR.

Nominations were then opened for the office of Vice-President. A motion was made and seconded to close the nominations. The motion carried by a show of hands and Dr. Scott became the Vice-President.

At this point, a motion was made and seconded to accept the Nominating Committee's recommendations for the remaining offices. The motion was seconded and carried by a show of hands. The Officers are:

Secretary	Robert M. Ussery
Treasurer	S. Aaron Hyatt
Members at Large	Edward A. Nelsen and Stover Dunagan

Prior to stepping down as the Chairman Protem, Charles Brown announced that invitations for charter membership would be forthcoming

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to all present, and the procedures for paying dues would be spelled out at that time. President Robert E. Reiman was then called upon to preside.

President's Remarks

President Reiman thanked the association for its vote of confidence. He remarked that in looking ahead, the major tasks to become more productive, and to regain the concept of helping one another. He noted that a survey of the membership of the Association to identify the most important ways the Association can serve the Membership would provide assistance in carrying out these tasks. In closing, Reiman called upon his audience to think about how they could help the fledgling Association.

Recognition of Organizers

A motion was made, seconded, and passed officially recognizing the organizers for their efforts on behalf of founding the Association.

They were:

Allan J. Barwick
Harry S. Blanton
Charles I. Brown
Jones E. Jeffries
Danny A. Joslyn
Edward A. Nelsen

Robert E. Reiman
Elmo V. Roessler
Gloria R. Scott
Thomas H. Stafford, Jr.
Norman P. Uhl
Robert M. Ussery

Adjournment

A motion was made and seconded to adjourn the meeting. The motion carried and the meeting adjourned at 2:30 p.m.

APPENDIX A: WORDS OF SALUTATION AND CHALLENGES CONFRONTING NCAIR

William Friday, President
The University of North Carolina

As a substitute speaker for John B. Davis, Assistant Vice-President-Research, UNC-General Administration, Dr. Friday encouraged the assembly in its efforts to found the North Carolina Association for Institutional Research and expressed a hope for the cooperative endeavors of all in the generation of reliable information helpful to statewide higher education planning.

Junius A. Davis, Director
Educational Testing Service (Southeastern Office)

I have been asked to greet the prospective charter members of this exciting new organization, and to tell you all I know about institutional research. Knowing me full well, Charlie Brown has indicated that this chore should take me about three minutes.

There are, I believe, three basic dilemmas that we face, and that we will mature as professionals and as a profession only if and when we learn how to reconcile them well.

The first is the dilemma that Herry Dyer pointed out some years ago between the model in which most of us grew up, that of discipline-oriented research, versus the need we find in our work role of doing studies that help solve current, practical, operational problems. We need to maintain our status and our self-respect on a campus where our fellow social scientists, in their fetish for purity, see our approaching a day-to-day problem as synonymous with wanting to publish our papers in the Ladies Home Journal. Our need is to find ways of maintaining the

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rigors of good methodology, but adapt these to the very real situations that affect our institutions from day-to-day.

The second dilemma has to do with the people who assign our problems, or are responsible for our maintenance: the key college administrators. These are inevitably people who have learned to solve most practical problems by political strategy, rather than by input of all objective facts bearing on the question. In fact, such people frequently have an inordinant fear of objectivity, for in this game not all facts may support their predetermined solution. For many college presidents, the institutional researcher is valuable because he serves as a kind of facade that attests to that president's mania for facts, while his day-to-day assignments from the president are such to keep him safely out of any action that might later embarrass the president as that president tries to negotiate for what he feels he needs for the maintenance of his educational empire.

The third dilemma is related to, and if successful may solve, the second dilemma. That is: how indeed does one use research findings in such a way that the condition of man or man's institutions may be improved as a direct consequence? Now, knowing how to apply tests of significance, how to write in Fortran, or even how to write well in any language, become only minor tools. The researcher himself may need to plan his research strategy so that change is a natural consequence of the activity. How many brilliant reports waste away in files that are opened once every decade? The effective institutional researcher must mature, I believe, to the point where he is less concerned about findings being his findings, where the press of his activity invokes activity in others, where questions he would ask are placed in others' mouths. He must also be able to assume, with constant questioning conscience, the responsibility

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of being an "unobtrusive" administrator and manager in his own right. How many of us are ready for that?

Those of you who can reconcile these dilemmas and survive as institutional researchers will keep this prospective new organization a vital one. If you fail on any of these, you will last about one-tenth as long as did the American Society of Phrenology. Good luck!

E. George Beatty, Jr., Associate Programmer
National Center for Higher Education Management Systems
Boulder, Colorado

On behalf of the staff at the National Center of Higher Education Management Systems, located at the Western Interstate Commission for Higher Education, I would like to bring sincere greetings and congratulations to the embryonic North Carolina Association for Institutional Research. Naturally, I have a special interest in this group, since at the Conference in Boone at Appalachian State University two years ago, I was one of the ones who urged that we begin such an association. I'm very pleased that you have made this first step, however, much remains to be done. In corresponding with me, Charlie Brown also asked that I talk briefly about some of the ways in which NCHEMS might be of assistance to NCAIR.

What I am going to do is point out what NCHEMS is, some of its current products, and the future directions that NCHEMS will be going. Finally, I am going to talk briefly about some of the directions in which higher education is moving and why.

Let me begin with current NCHEMS products. We have several products of which we are very proud, because they have formed a basis for communicating between various institutions and factions in the higher education community. Two basic building block products that we have

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are the Program Classification Structure (PCS), and the Data Element Dictionary (DED). These form the base on which all other products rest. Another product on which NCHEMS heavily relies is called the Induced Course Loan Matrix. The ICLM product, which as the name implies, allows an institution or administrator to ascertain how much of a load is induced on one department or discipline by students who enroll in an altogether different discipline or department. Given the ICLM, the enrollment at the institution has or expects, an Induced Work Load Matrix, or IWLM, can be computed. Also, productivity ratios can be computed. Productivity ratios are utilized in the current version of the Resource Requirements Prediction Model (RRPM 1.6), which has just been released by the Center. RRPM 1.6 allows an institutional administrator to forecast institutional needs over a five year period of time. One of the inputs to the RRPM model should be projected student enrollments. NCHEMS has a product which helps with this also. This product is called the NCHEMS Student Flow Model. The Student Flow Model project is in the pilot test stage and right now we are projecting that the product will be rewritten. One of the reasons the product will be rewritten is to make it more usable based on results of the pilot test. One of the products that the Center is now placing a great deal of priority on is the Cost Finding Principles (CFP) project. CFP has been going on at the Center for about two years, but has recently gained prominence because of the accountability problem that faces higher education nationally. The Faculty Activity Analysis project, which has John Davis on its task force, is also now in the pilot test phase. As a matter of fact, one of the institutions that is pilot testing Cost Finding is also pilot testing FAA. This project is vitally important because legislators in various states are crying to have faculty to do

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more work and to actually measure that work which the faculty member now does. The project task force is also trying to get a handle on research as it relates to higher education, or as it relates to the improvement of institutional objectives. Those are some of the basic products towards which the Center has directed its attention and will continue to improve in the near future.

This then is what NCHEMS has to offer. We have several products, as I have described above, (1) that are technically sound, (2) have a common data base, (3) have gained a consensus of the higher education community, (4) have been institutionally tested, and (5) we have a training group which will help institutions utilize and learn how to effectively use these products.

On the future horizon, as far as NCHEMS is concerned, are several products that deal with statewide issues. Indeed, we are constructing statewide Program Classification Structure, statewide Data Element Dictionary, and a statewide Student Flow Model. Rather than looking at just the institutional characteristics of these products, we feel it now mandatory that we expand the horizon and look at what is happening throughout a given state. If you let your mind project one step ahead, this will also be done on the national level very soon. As a matter of fact, the Center is currently engaged in a project called the National Planning Model, which, as the name implies, addresses national issues. The first phase of the National Planning Model is looking at access to higher education. However, another phase is sure to look at some of the other things mentioned earlier.

The Center is also deeply concerned with the outcomes or benefits of higher education. We currently have several staff persons busily working in the outcomes area and a task force attached. However, in the

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next few months, the Center will drastically expand its efforts in this area. The Center has attacked and we feel that we have been rather successful in displaying and explaining the cost side of the cost benefits equation. Now we're spending a great deal of time and resources on the benefits, or outcome side of the equation.

On the broader higher education horizon, I would like to talk about several of the laws that were passed by Congress. Probably the one that will affect you more than any other is the Higher Education Amendment Act of 1972. Two of the items which will seriously affect all of higher education that came out of the amendments was the creation of a 1202 Commission in each state, and the creation of the National Commission on the Financing of Postsecondary Education. The Executive Director of the Finance Commission is Dr. Ben Lawrence, Director of NCHEMS. The Commission has three specific objectives:

1. To study the impact of past, present and anticipated private, local, state and federal support for postsecondary education.
2. To determine the need, as liability form, and level of additional governmental and private assistance in postsecondary education.
3. To consider suggested nationally uniform standards for determining the annual per student cost of providing postsecondary education by institutional type.

The legislation also specifies one of the goals of postsecondary education. That is, making postsecondary education accessible to all individuals having the desire and ability to continue their education. Several items from the above might need some elaboration.

Objective No. 1: You will notice there has been a subtle change from higher education to postsecondary. Congress, in its wisdom, has now decreed that we would look at all education beyond high school as one

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group and call it postsecondary education. No longer will colleges and universities receive exclusive attention and funding. Also, the 1202 Commissions also reflect this change in that the Commissions must also represent proprietary schools in each state.

Objective No. 2: This objective could have a lasting impact on Higher Education. The Commission will be conducting studies over the next year, which will make recommendations of just how postsecondary education will be funded for the foreseeable future.

Objective No. 3: This objective, however, would appear to be the most striking. That is, consider suggested national uniform standards for determining the annual per school cost for providing postsecondary education by institutional type. This really says a lot. The Commission is charged with the responsibility of suggesting to Congress just how much it should cost to educate a student at any type of postsecondary school. You can see without a lot of thinking, of course, that once these suggestions have been made, that if an institution requests far exceed the norm the Commission has suggested, they will be looked at pretty carefully.

I might add here that the National Academy of Sciences has been charged with a mission very similar to the one for the National Commission for Financing of Postsecondary Education, but for medical and health education. The educating of physicians, physician aids and paraprofessional types in the medical field.

In conclusion, I'll just say that the whole spectrum from the national level is now turning to cost and cost benefits. We must be sure on the institution campuses that each of these tools that is made available by NCHEMS and other institutions, not only reflect costs, but somehow reflect benefits, and that full costing become the objective.

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Joseph T. Sutton, President
The Association for Institutional Research
The University of Alabama, University, Alabama

I am delighted to learn of the organizational meeting of the North Carolina Association for Institutional Research. The Executive Committee of The Association for Institutional Research joins me in sending our warmest greetings and very good wish on this significant occasion. The distinguished reputation of the charter membership assure the success of these efforts.

Harry S. Blanton
National Laboratory For Higher Education
Durham, North Carolina

The National Laboratory for Higher Education welcomes the opportunity to become a member of the charter group organizing the North Carolina Association of Institutional Research (NCAIR).

The formulation of such an association in our state is a credit to its initiators and proponents. It demonstrates an awareness among many educators in North Carolina that research in education is indeed an important aspect of institutional growth and stability.

Educational institutions today must examine where they've been, where they are, and where they're going in order to determine their real value to the society they seek to serve.

The North Carolina Association of Institutional Research will encourage the state's colleges and universities to build-in research capabilities which will in turn enable them to become a much more dynamic force in North Carolina's education complex.

APPENDIX B: KEYNOTE ADDRESS

INSTITUTIONAL RESEARCH IN THE SEVENTIES: SOME NEW PROBLEMS

Cameron P. West
Vice-President-Planning
University of North Carolina

Until comparatively recent years, colleges and universities did very little in the way of studying their own operations and problems. In general, institutions were small and operations were relatively simple and for the most part administrators saw little need for institutional analysis. There were events, however, beginning in the post World War II years that put into motion circumstances which would change this attitude.

The first stage can be labeled problems caused by expansion; the second, problems caused by stabilization; the third may well be problems caused by retrenchment. In the latter two stages, the inherent problem maybe intensified in that we find ourselves nearly completing a stage before we discover or admit we are in that particular stage.

The rapid growth in both size and complexity of the higher education system between 1946 and the late 60's render "flying by the seat of the pants" extremely risky. During this period, enrollments skyrocketed, costs mounted by leaps and bounds, programs were expanded, organized research grew at an unbelievable rate, and operational problems increased both in number and in complexity. In attempting to grapple with these problems of expansion, institutions as well as statewide systems were forced by the mid 60's into more objective self-analysis in the form of institutional research.

In May 1966, Governor Moore speaking to presidents, chairmen of institutional boards of trustees, members of the Advisory Budget

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Commission, members of the Board of Higher Education and others called for the development of a comprehensive plan for higher education. In the process, Governor Moore stated that statewide plans for higher education are in part dependent upon an analysis of the plans for our individual institutions Each institution was directed to initiate planning studies immediately. The Advisory Budget Commission then gave consideration to requests from institutions for funds for this planning effort. In August of 1966 the first formal action was undertaken to create offices for the purpose of institutional analysis. The role of this office was stated as follows:

The purpose of the Office of Institutional Research is to study the operations and practices of the institution, the effectiveness of its instructional program, admission policies and other pertinent matters relating to the academic structure of the institution. The Director of Institutional Research and Development will direct research studies concerned with providing data useful or necessary in the making of informed and administrative decisions for the successful operation, maintenance, and improvement of the institution. The responsibility of the office includes the collection and analysis of data used (1) in appraising the environment in which the institution operates, (2) in preparing the budgetary requests, (3) in careful study of space utilization, (4) in determining faculty loads, (5) in admitting students, and (6) in planning the overall educational program.

In summary, the office was established to facilitate efficient management as well as to promote qualitative improvements.

Presently, there is an Office of Institutional Research established on each of our 16 campuses. Institutional research on some campuses goes far beyond the activities of the Institutional Research Office. As evident from the broad representation here today, the idea has caught on in most of the post-secondary institutions in North Carolina.

Since you do have such a large membership, and because of the many changes that higher education in this state is going through at this time, it is most appropriate that you have chosen to unify yourself

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into this new Association and join forces with a nationwide professional organization dedicated to the improvement of the educational process and its institutions.

It is characteristic of good researchers to be able to anticipate important changes in the trends of higher education and to be prepared to assist in developing mechanisms that will allow the institution to cope easily and favorably with these changes. Consequently, I would like to spend a portion of my allotted time addressing the questions of "What will we be in for during this decade and how do we live with these coming events in the most beneficial and productive manner?"

In contrast to the rapid change in higher education that took place in the 60's there is little doubt that we will still be in for even more changes in the 70's. Such changes, however, will be extremely different from those of the past and may require quite different strategies of solution.

For instance, enrollment growth for most institutions is practically almost over; for some it is already over. Starting in the latter part of this decade we can expect diminishing enrollment, not a stationary one, to prevail. There will be exceptional institutions which may continue to grow because of unique characteristics, or programs, or reputations. One only has to look, however, at the number of young people at each age grouping below 18 to know that on the average, enrollments are going down. Furthermore, the birth rate at the present time is the lowest in modern history, lower than it was during the Depression. Thus, even by 1990 and beyond, it does not appear that enrollments will increase very rapidly unless, of course, the going rate is greatly accelerated or if we drastically reduce attrition.

Internal management problems will be very different with diminishing

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enrollments. Certainly, institutional researchers should be prepared to develop ways of coping with these changes.

Another challenge that we are currently experiencing during the 70's is the changing job market for the graduates that we will be producing. Perhaps the real issue is related to the purpose of higher education; i.e., should higher education be geared just to producing graduates for the job market? Or, is there a more profound purpose for our higher education system? Surely, if we bind our educational system to vocational manpower demands alone we will be severely limiting basic educational goals. While the question may be generated by a temporary withering of the job market, more importantly, such a singularistic motive would destroy higher education's heritage of pluralistic goals and functions, e.g., service to humanity itself.

Associated with the lack of job openings is the apparent discounting of a college degree. Admittedly, the real meaning of a degree is difficult to define. With this indefiniteness of meaning it is only natural that increasing emphasis will be placed on getting something less than a college degree if it serves the same purpose. It may very well be that if we are to keep up with the peripheral world, colleges will move to certifying smaller chunks of knowledge or specific skills as well as offering a degree or perhaps extend over a much longer period of time and use changing patterns of fulfilling these degree requirements.

A third factor is the leveling off of the percentage of the state budget which is appropriated for higher education. We cannot ignore the fact that new social priorities will definitely be in the health care fields, early childhood and vocational education, environmental protection, recreation, and other purposes for which funds were not

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previously appropriated to the degree that the immediate future may demand.

There are few indications that federal aid will be able to save us either. The Executive budget support for higher education is at best discouraging.

The 1202 Commission for statewide planning called for in the Education Amendments of 1972 will serve in yet to be fully understood ways but certainly it will highlight institutional and statewide analysis of alternate strategies for delivery of post-secondary education.

Lastly, I will mention an obvious trend that most definitely will have an impact on institutional researchers; this is the trend toward national and statewide accountability. Accountability is the conspicuous hallmark of the times and indeed can be said to characterize the current post-secondary educational milieu. Federal agencies, state agencies, governing boards, private donors, and the public at large are requesting that the resources they provide be used effectively and efficiently. Coherent response by the academic community to these requests depends to a great extent on the availability of comparable information from post-secondary institutions and well-conceived procedures of exchanging and reporting the information.

We can already note pressures from the federal government, quite possibly through HEGIS or as expressed by the evolving NCHEMS packages and recommendations, for some conformity in information systems. Regardless of what is done at the federal level, the Board of Governors of The University of North Carolina will insist upon accurate and compatible information from its constituent institutions. The same will be true for all other institutions that fall within the planning authority or funding responsibility of this Board. We all need to face

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up to the fact that information will always be required. It will be done by people outside the system if we aren't willing to do it within. Furthermore, it is to our advantage to develop this system as soon as possible.

These trends have not been presented as scare tactics, but rather they were stated as an appraisal of things to come, items we all should be preparing to face.

The implications for institutional research from some of these trends are fairly evident. Many of you will be caught up in research related to making revisions and reordering priorities in academic programs. It is doubtful that "efficiency" and/or good management is going to be enough. As many people have already acknowledged, we must recognize the import of the general shift in the spectrum of what students want and our citizens and state need--that is we must open as many if not more doors than we close.

It is a consensus that extra institutional influences will necessitate institutions working together to form some common information base in addition to what we already have. Comparable information has a variety of uses: to carry out assigned formal responsibilities; to achieve goals (such as broad, publicly stated goals of equal access to post-secondary education or provision of trained manpower in shortage categories); to resolve controversies or conflicts of interest or to achieve optimum utilization of scarce resources.

Although comparable information and analysis have many potential uses, most can be grouped into three general management functions:*

(1) Resource Acquisition. The complex nature and diversity of

*These three headings are standard and I am pleased to report that NCHEMS has adopted a similar grouping.

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higher education, coupled with increasing shortages of both public and private funds, make comparisons of investments, of processes, and of "outcomes" important. Whatever one or more units must justify needs to a controlling body and compete with similar units for limited resources, comparative data will be used. These data, then, must be capable of contextual application in totality or segmentally.

(2) Resource Allocation. Comparative analysis of comparable data is a time-tested method of evaluating alternative programs, operating styles, and resource requirements and is an effective means for enhancing the efficient and effective utilization of resources.

(3) Planning and Management. The process of collecting, aggregating, and analyzing institutional data for exchange and reporting purposes will almost necessarily promote a better understanding of institutional character and requirements. More important, perhaps, is the fact that comparable information and comparative analysis are indispensable aids in planning, evaluating, and managing programs at any level in order to achieve the desired results.

Although comparisons of information are basic in each of the general uses just described, the major benefits of comparative analysis come from determining why differences exist. In order for such analyses to be reliable, full consideration must be given to the reasons for differences in data. This more careful approach to comparative analysis places greater obligations on the individuals making the analysis; they no longer can assume that differences are necessarily acceptable or unacceptable. They must identify why these differences exist.

Greater obligations are also incumbent upon decision makers, for they must decide if the differences are justified. In this context, it should be emphasized that valid program differences should be

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maintained.

The creation of a unified information system will necessitate internal effort to make our data compatible based on data element dictionaries and program classification guides that are satisfactory. (This is an area that this new Association could spend some effort.) If we fail to develop guides, outside agencies may impose less desirable systems. Naturally, it will be much better for us to accept the responsibility within the higher education house than to have it imposed by outside forces.

The implications for research related to these trends are staggering. There is no doubt in my mind that all of us have the potential to meet these demands. It will, however, call for much realignment of our thoughts, as well as training and re-training. It is here that I think this newly formed Association can make a major contribution and I challenge you to do so.

APPENDIX C: RESOLUTION

Whereas, there has been interest generated over a period of at least three years, for the organization of a North Carolina Association for Institutional Research; and

Whereas, a privately conducted survey among persons related to institutional research in North Carolina reveals present interest in organizing such association; and

Whereas, a small group of interested persons agreed to serve as an Ad Hoc Interim Committee to provide for the organizing of such association; and

Whereas, such work has been completed and on this day, January 24, 1973, we are assembled for the purpose of organizing such association;

Therefore, BE IT RESOLVED that it is the sense of this group that a North Carolina Association for Institutional Research for the purposes of providing for professional development; providing for the dissemination of information and the interchange of ideas on problems of common interests; contributing to the advancement of higher education in its fullest and broadest implications; and fostering a friendly spirit of unity and cooperation among persons having interests and activities related to institutional research, now be formed and that those persons present here constitute a legal body to do business and become the charter members of the association.

APPENDIX D

CONSTITUTION AND BYLAWS
FOR THE
NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH
(Ratified, January, 1973)

ARTICLE I NAME

The name of the Association shall be the North Carolina Association for Institutional Research.

ARTICLE II PURPOSES

The major purposes of this Association shall be: (1) to provide for professional development; (2) to provide for the dissemination of information and the interchange of ideas on problems of common interest; (3) to contribute to the advancement of post secondary education in its fullest and broadest implications; and (4) to foster a friendly spirit of unity and cooperation among persons having interests and activities related to institutional research.

ARTICLE III MEMBERSHIP

There shall be the following three categories of membership: individual membership, institutional membership and organizational membership. Each category of membership shall have only one vote.

Section 1. Individual Membership shall be open to any person engaged in institutional research, or who has interests and activities directly related to institutional research.

Section 2. Institutional Membership shall be open to any post secondary educational institution.

Section 3. Organizational Membership shall be open to any professional organizational or educational organization with interests and activities related to institutional research.

ARTICLE IV OFFICERS

Section 1. Officers - The officers of the Association shall consist of the President, the Vice-President, the Secretary, and the Treasurer.

Section 2. Duties of Officers

President - The President shall: (a) serve as Chairman of the Executive Committee and preside at all meetings of the Association; (b) represent the Association or provide for appropriate representation for the Association at national, regional, and local conferences or meetings of interest to the Association; (c) act

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as spokesman for the Association; (d) have general responsibility for promoting membership in the Association; (e) appoint committee members; and (f) perform any other duties necessary to assist the Association in achieving its purposes as stated in the Constitution.

Vice President - The Vice President shall: (a) perform all of the duties of the President in the absence of that officer; (b) assist the President; (c) coordinate the annual meeting; (d) perform other assignments which may be delegated by the President; and (e) assume the duties of the President in the event that an unexpired term of the presidency occurs.

Secretary - The Secretary shall: (a) keep and publish annually an accurate listing of the members of the Association and provide a list of active members during the annual meeting; (b) keep the minutes of the annual meeting and the meetings of the Executive Committee; and (c) shall have the responsibility for printing and distributing at the earliest possible time, the proceedings of the annual meeting.

Treasurer - The Treasurer shall: (a) collect annual dues; (b) provide the payment of duly authorized expenses of the Association; (c) prepare formal financial statements for the executive committee meetings and annual meeting; and (d) perform any other duties assigned by the President.

Section 3. Term of Officers - The term of officers shall be one year. All officers shall assume office at the close of the annual meeting at which elected and serve until the close of the annual meeting coinciding with the completion of the term for which they are elected.

Succession - Each officer is eligible to succeed self, not more than two consecutive times, in the same office.

Section 4. Election of Officers - All officers shall be elected at the annual meeting by a majority vote of those members present and voting. Voting shall be by written ballot.

ARTICLE V EXECUTIVE COMMITTEE

Section 1. Composition - The Executive Committee shall be composed of the President, Vice President, Secretary, Treasurer, the immediate Past President, and two Members at large elected by the membership. The President shall be the Chairman.

Section 2. Duties - (a) The Executive Committee shall have the general supervision of the affairs of the Association between its annual meetings, fix the hour and place of meetings, make recommendations of the Association, and perform such other duties as are specified in the ByLaws; (b) the Executive Committee shall function as the Budget Committee; and (c) in addition, shall pose questions with the President on important policy matters.

Section 3. Vacancies - Unless otherwise provided for in the

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Constitution, the Executive Committee shall have the authority to fill any vacancy by appointment for the unexpired term. Any individual appointed by an unexpired term shall be eligible to succeed himself and to serve a full elective term as provided for in the Constitution.

ARTICLE VI BYLAWS

The Association shall adopt ByLaws for the conduct of its affairs not inconsistent with this Constitution. Such ByLaws may be adopted, repealed, or amended any annual meeting of the Association by a majority of the members present and voting, provided that the proposed amendment to the ByLaws shall have been circulated at least 30 days prior to the annual meeting.

ARTICLE VII AMENDMENTS

This Constitution may be amended at any annual meeting by a 2/3 vote of members present, provided the substance of the proposed amendment shall have been submitted 30 days prior to the meeting in the call of the meeting.

Section 1. Meetings - The purpose of the Association will be served by annual meetings, special meetings, and executive committee meetings. (a) The Annual Meeting of the Association shall be held during November of each year on a date determined by the Executive Committee; (b) Special Meetings of the Association may be called by the Executive Committee, or by petition of ten percent (10%) of the active membership; and (c) the Executive Committee shall meet twice, once in December following the annual meeting (Budget Meetings) and at another time so designed by the President. Special Meetings of the Committee can be called by the President.

Section 2. Membership Dues - There shall be two categories of dues, individual and institutional/organizational. Annual dues for the individual membership shall be five dollars (\$5) payable upon acceptance of membership. Annual dues for institutional/organizational members shall be twenty-five (\$25) payable upon acceptance of membership. Dues are due January 1 and must be paid by September 30 for a member to have active status at the annual meeting. The dues year is the same as the fiscal year January 1 through December 31.

Section 3. Voting - For voting purposes, each member, individual or institutional, shall have one vote. Individual members are entitled to one vote. Organizational and Institutional members are entitled to one vote cast by a designated representative of the organization or institution.

Section 4. Fiscal Year - The fiscal year of the Association will be from January 1 through December 31.

Section 5. Committees

A. A Nominating Committee of at least three members shall be appointed by the President no later than October 5 for each annual

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meeting.

B. A Committee on Program and Local Arrangements shall be appointed by the President for each annual meeting.

C. An Auditing Committee shall be appointed by the President for each annual meeting. This committee shall audit the Treasurer's books for the preceding year.

D. The Membership Committee shall be appointed by the President.

E. Such other Committees as deemed necessary for the welfare of the Association may be appointed by the President.

Section 5. Quorum - A quorum to conduct the business of the Association shall consist of 25% of the active membership.

Section 6. Procedure - The latest edition of Robert's Rules of Order shall govern all meetings of the Association insofar as they are applicable and not inconsistent with the Constitution and ByLaws of the Association.

Section 7. Amendments - These ByLaws may be amended in any annual meeting by a majority vote of members present and voting provided the substance of the proposed amendment shall have been submitted 30 days prior to the meeting, in the call meeting, or at the previous meeting.

APPENDIX E: OFFICERS OF NCAIR

The fortunes of the North Carolina Association for Institutional Research in its first year of operation has been entrusted to a particularly well endowed group of individuals. In reading over the several pages of vita submitted by each of the newly elected officers, I was so impressed by the many academic experiences and honors already won by this relatively young group of individuals, I am prompted to paraphrase a popular commercial "NCAIR is in good hands with Reiman, Scott, Ussery, Hyatt, Nelsen, and Dunagan."--An assertion with which I am sure the reader will agree, even though space would permit only the following severely truncated versions of Reiman's et al experiences.

PRESIDENT: Robert Ellis Reiman, Ph. D.

Present Position: Professor of Geography and Dean of University
Research Services, Appalachian State University
Boone, North Carolina

Professional Experiences:

1. Teaching and Administrative: Florida State University, Appalachian State University
2. Other Experiences: United States Air Force Major. (Aerial Photographer, Aircraft Navigator, Senior Pilot, Aircraft Commander, Intelligence Officer, etc.)

Organizational Memberships: Association of Geographers, Southeastern Division - AAG, Association for Institutional Research, Phi Beta Kappa (Alpha of Florida)

Scholarly and Professional Activities:

1. Doctoral dissertation topic--"The Characteristics of Undergraduate Major Programs in Geography in Selected Colleges and Universities in the United States."
2. Articles published:
 - a. "Specific Academic Needs of Undergraduate Geography Majors as Determined From an Opinion Survey." Faculty Publications, Appalachian State Teachers College, Boone, North Carolina, 1965.

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- b. "The Need for Upgrading Teachers of Geography and Earth Science in the Public Schools of Western North Carolina," Faculty Publications, Appalachian State Teachers College, Boone, North Carolina, 1966.
 - c. "The Islands of France Polynesia: A Geographic Summary," Faculty Publications, Appalachian State Teachers College, Boone, North Carolina, 1966.
 - d. "Introducing Geographic Concepts at the Secondary Level," The Virginia Geographer, III (Spring, 1968) 9-14.
 - e. "Student Research Organizations: A Response to Campus Tensions," Institutional Research and Policy Formulation (Proceedings of the 11th Annual Forum, Association for Institutional Research, 1971), 170.
3. Papers:
- a. "Specific Academic Needs of Undergraduate Geography Majors as Determined by an Opinion Survey," Presented at annual meeting of Southeastern Division, Association of American Geographers, Lexington, Kentucky, November, 1964.
 - b. "The Undergraduate Geography Major: Some Precursors to Curriculum Change," Presented at annual meeting of the National Council for Geographic Education, Kansas City, Missouri, November, 1968.
4. Other: Member of a panel of the Commission on College Geography that produced Undergraduate Major Programs in American Geography (Commission on College Geography Publication No. 6), Association of American Geographers, 1968.

VICE PRESIDENT: Gloria Dean Randle Scott, Ph. D.

Present Position: Director of Institutional Research, North Carolina A&T State University, 1971.

Professional Experiences:

- 1. Teaching and Administrative: Indiana University, Marian College, (Indiana), Knoxville College (Tenn.), North Carolina A&T State University.
- 2. Chairmanships, Consultive, Directorships:
Director, Institutional Self-Study Program, NCA&T
North Carolina State Commission on Higher Education Facilities, Special Study Committee
Chairman of three Southern Association Visitation Committees
Consultant to Ford Foundation Office of Special Projects
Great Lecturer and Consultant

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Consultant in Student Personnel to Academy for Educational Development;
Re: Atlanta University Center Study
Permanent Consultant to Texas Southern University, Action-Consultation
Service to Student Personnel Staff, for Corporation PREP
Member-National Board of Directors, Girl Scouts of America
Member-Board of Directors, Southern Education Foundation
Member-Board of Directors, Corporation PREP
Member, Board of Directors, Delta Research and Education Foundation

Papers:

1. "Student Personnel Services in the Small College" -Southern College Association, 1967.
2. "Approach to Evaluation of Student Personnel Services" -Southern Association of Colleges and Schools Workshop, April, 1968.
3. "Campus Activism: Ebony Hue" -Association of College Unions, International, April, 1969.
4. "Institutional Research At Black Institutions as a Part of Total Information Gathering System", Association of Institutional Research, Annual Forum, May, 1970.
5. "The Black Women in the Seventies" -Presented, Winston-Salem State University, Winston-Salem, North Carolina, Women's Week, Spring, 1970.
6. "A Salute to God's Greatest Gift--Woman" -Arkansas AM&N, Women's Week, Spring, 1970.
7. "The Learning Process-How Do People Learn" -ACUI, March, 1971.
8. "Where Do We Go From Here?" - Student Personnel In the Seventies- National Association Personnel Workers Annual Meeting, February, 1971.
9. Research Membership Study-SCPA, 1971.
10. "Student Personnel Workers as Researchers", WCU Student Personnel Conference, September, 1971.

Research Activities: SCPA-Research Membership Study, 1970
A Student Flow Model, WICHE Model Implementation, 1971
Longitudinal Study of NCATSU Student 1971-1975

SECRETARY: Robert M. Ussery, M. A.

Present Position: Director of Institutional Research, East Carolina University

Professional Experiences:

1. Teaching and Administrative: Grainger High School (Kinston), East Carolina University
2. Current Activities: Member of Advisory Council for National Center for Higher Education Management Systems at WICHE; Member of Technical Advisory Committee for Research, North Carolina Board of Higher Education.

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Organizational Memberships: Phi Delta Kappa, Pi Mu Epsilon, Alpha Mu Gamma, Association for Institutional Research

Papers:

1. "The Enveloping Ring, Properties and Peculiarities," -paper presented to annual meeting of Mathematical Association of America, Laramie, Wyoming
2. "The Induced Course Load Matrix, Uses and Implications," -paper presented to Institutional Research Consortium of North Carolina Board of Higher Education, Raleigh, North Carolina.
3. Zero Divisors In The Enveloping Ring, unpublished Master's thesis, East Carolina University.
4. An Instructional Cost Analysis at East Carolina University - Fall 1969, Fall, 1970, Fall, 1971, East Carolina University Press, Publication pending.

TREASURER: Samuel Aaron Hyatt, Ph. D.

Present Position: Director for Institutional Research and Associate Professor of Higher Education, Western Carolina University, Cullowhee, North Carolina.

Current Responsibilities: Include directing three offices: Institutional Research, Contract and Grant Administration, and Computer Operation.

Present Membership in University Committees: President's Council, Health Services, Institutional Affairs, Long-Range Planning, Continuing Education, Summer School, Faculty-Administration Senate, and Steering Committee of Self-Study.

Present Membership in Professional Organizations: American Association of Higher Education, Association for Institutional Research, National Education Association, Phi Delta Kappa, Society for College and University Planning, and North Carolina Association for Institutional Research.

MEMBER-AT-LARGE: Edward A. Nelsen, Ph. D.

Present Position: Director of Research and Evaluation, North Carolina Central University.

Professional Experiences:

1. Teaching and Administrative: Wisconsin Diagnostic Center, Madison; Stanford University, Department of Psychology; Alameda County Probation Department, California; University of Wisconsin; North Carolina Central Univ.

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2. Consultive: Allyn and Bacon, Macmillan Co., Canadian Journal of Behavioral Science, Educational Testing Service, Several public school systems on curriculum development and program evaluation, Program and evaluation for several projects concerning nursing and health education.

Membership in Professional Organizations:

Association for Institutional Research in Child Development, American Educational Research Association, American Psychological Association, Society of Sigma XI (Honorary Scientific Society)

MEMBER-AT-LARGE: Stover Dunagan

Present Position: Administrative Assistant to the President of Isothermal Community College

Professional Experiences: Personnel Manager, Doncaster, Inc., Tanner of North Carolina; Rutherfordton, N. C.; Field Coordinator, Isothermal Economic Development Commission, Rutherfordton, N. C.; Editor, Forest City Courier, Forest City, N. C.; Reporter-Photographer, Spartanburg Herald, Spartanburg, S. C.; Reporter-Photographer, Rutherfordton County News, Rutherfordton, N. C.

Civic and Community: Chairman, Rutherford County Planning Board; City Councilman, Town of Forest City; Chairman, Isothermal Planning and Development Commission; President, Rutherfordton County Mental Health Association; Director, Rutherfordton County United Appeal, Inc.; Director, Northwestern Bank, Forest City; Member, past chairman, Rutherfordton County Human Relations Council; Member, past president, Forest City Kiwanis Club; Member, past chairman, Rutherford County Mental Health Advisory Board; Member, Rutherford County Bi-Racial Education Advisory Board; Member, North Carolina Human Relations Commission, 1972.

Honors: Citizen of the Year, Forest City Kiwanis Club; Young Man of the Year, Rutherfordton Jaycees; Gardner-Webb Citizenship Award; Life Member, Rutherfordton, Forest City and North Carolina Jaycees.

APPENDIX F: NCAIR INAUGURAL PARTICIPANTS

GUESTS

Mr. E. George Beatty, Jr.
Associate Programmer
NCHEMS - WICHE

Dr. Harry S. Blanton, President
Nat'l Laboratory for Higher Educ.

Dr. Junius A. Davis, Director
Educational Testing Service
(Southeastern Office)

Dr. William Friday, President
The University of North Carolina

Dr. Arnold K. King
Vice President-Institutional Studies
The University of North Carolina

Dr. Joseph T. Sutton, President
The Assn. for Institutional Research

Dr. Cameron P. West
Vice President - Planning
The University of North Carolina

FOUNDERS/CHARTER MEMBERS

Fleet D. Allen
Edward L. Angus
Leonard R. Ballou
Allan J. Barwick
Clarence E. Biggs
Bruce B. Bishop
Harry S. Blanton
W. Archie Blount
Eric L. Brady
Charles I. Brown
James W. Buchanan
Virginia W. Buchanan
Hugh H. Constance
John B. Davis, Jr.
W. M. DeLoach
Stover Dunagan
Charles G. Foskey
William H. Gilmore
K. D. Holshouser
William C. Hubbard
S. Aaron Hyatt
Jones E. Jeffries
Danny A. Joslyn
George T. Kramer
H. Steve Lail
Dennis R. McGinnis
Jagdish Mathar

John R. Meakins
Gary Melville
Mable Minor
Donald R. Mohorn

Sandhills Community College
Mars Hill College
Elizabeth City State University
UNC-General Administration
Martin Technical Institute
Catawba Valley Technical Institute
Nat'l Laboratory for Higher Educ.
Winston-Salem State University
Southwestern Technical Institute
Fayetteville State University
Salem College
Montreat-Anderson College
Haywood Technical Institute
UNC-General Administration
Caldwell C.C. & Technical Institute
Isothermal Community College
UNC-Chapel Hill
NCS Com. on Higher Educ. Facilities
Pfeiffer College
Appalachian State University
Western Carolina University
N.C. Central University
East Carolina University
UNC-Asheville
Catawba Valley Technical Institute
Western Carolina University
Caldwell Community College & Tech.
Institute
Coastal Carolina Community
Haywood Technical Institute
Wayne Community College
Vance-Granville Tech. Institute

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Sara M. Morris
Daniel C. Morton
Edward A. Nelsen
Linda K. Pratt
Robert E. Reiman
William R. Richardson
Gordan W. Robinson
Elmo Roesler
Ben Romine
John L. Saunders
John J. Schaller
Arthur D. Schmidt
Gloria D. Scott
Ben M. Seelbinger
Marlowe F. Shute
Noah W. Sites
Angus D. Small
Jeff Elwood Smith
Thomas H. Stafford, Jr.
Raymond E. Strong
Norman P. Uhl
Robert M. Ussery

Asheville-Buncombe Tech. Institute
Nat'l Laboratory for Higher Educ.
N. C. Central University
Nat'l Laboratory for Higher Educ.
Appalachian State University
Wilkes Community College
St. Augustine's College
Appalachian State University
UNC-Charlotte
UNC-Greensboro
Greensboro College
Nat'l Laboratory for Higher Educ.
NCA&T State University
Wake Forest University
Bennett College
Property Control and Construction
NCA&T State University
Elizabeth City State University
North Carolina State University
UNC-Chapel Hill
N. C. Central University
East Carolina University

INSTITUTIONAL REPRESENTATIVES*

Linda Balfour
Marchia Bradshaw
Robert G. Brock
Ollie Burrell
Ron Champion
Edwin R. Chapman
John O. Connell
Merle S. Dodd
Edward L. Donovan
Miles L. Eckard
Vicki Fuller
Milton H. Hagan
Dixon S. Hall
Clauston Jenkins
Moses Kamara
Lillian Y. Lehman
Daneel L. leRoux
B. Franklin Lowe, Jr.
Walter N. McDonald
Donald R. Mitchell
Marvin G. Miles
Nancy R. Moore
Arthur H. Padila
William E. Pavley
Frankie J. Perry
Susan Reynolds
Russell Secrest

UNC-General Administration
Mitchell College
Edgecombe Technical Institute
UNC-General Administration
Western Piedmont Community College
Western Piedmont Community College
Nat'l Laboratory for Higher Educ.
Pfeiffer College
Isothermal Community College
Technical Institute of Alamance
Nat'l Laboratory for Higher Educ.
Gaston College
James Sprunt Technical Institute
North Carolina State University
NCA&T State University
UNC-Chapel Hill
Beaufort County Technical Institute
Chowan College
Louisburg College
Montreat-Anderson College
Montgomery Technical Institute
Western Piedmont Community College
UNC-General Administration
UNC-General Administration
Nat's Laboratory for Higher Educ.
UNC-General Administration
UNC-General Administration

*Persons attending the inaugural ceremonies or otherwise indicating an interest in NCAIR

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C. M. Taylor
Betty J. Verbal
Joseph S. White
Eugene Williams
Dennis Wolfe

N. C. School of the Arts
Halifax Technical Institute
Livingstone College
Fayetteville State University
Lees-McRae College

CHARTER INSTITUTIONS

Bladen Technical Institute
Chowan College
East Carolina University
Haywood Technical Institute
James Sprunt Technical Institute
Lees-McRae College
Louisburg College
Montreat-Anderson College
NCA&T State University
North Carolina State University
St. Andrews Presbyterian College
St. Augustine's College
Saïem Academy and College
Sandhills Community College
University of North Carolina-Chapel Hill